KENTUCKY DEPARTMENT OF EDUCATION

March 2014

Integrated Strategy Newsletter

UNBRIDLED **LEARNING**
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KENTUCKY DEPARTMENT OF EDUCATION

Leadership capacity through MDC teacher leaders

Last fall teacher leaders convened in Lexington to learn about how to become more effective at leading the Mathematics Design Collaborative (MDC) work in their schools and districts. The goals of the workshop were to build leadership capacity with MDC school level teacher leaders as they scale the MDC work and to provide teacher leaders assistance leading other teachers with implementing and sustaining the MDC work at the school level.

Teacher leaders find themselves in a unique role of both classroom teachers and leaders of colleagues. They lead department meetings, professional learning groups, curriculum challenges and changes in teaching practice based on reflecting on student work through the MDC structure. Teacher leaders find themselves modeling the Formative Assessment Lessons (FALs) as well as

providing feedback to other teachers through peer observations. Teacher leaders also communicate with building and district administrators about how the MDC work is being implemented within their schools.

Teacher across Kentucky and the nation are working together to enact Formative Assessment Lessons that are designed around the coherence, focus and rigor of the Common Core State Standards. Participants in the workshop learned how to use Job-Embedded Professional Learning to scale MDC across their schools and districts.

The teacher leaders participated in small group breakout sessions with more experienced teacher leaders and effectiveness coaches facilitating information around how to organize conversations around the MDC work at the school level.

One breakout session focused on how to lead others to analyze student work in collaborative teacher groups and develop feedback questions that help move the students forward in their learning. The teachers analyzed student work from the "Baseball Jersey" task, decided on common misconceptions and then worked together to craft feedback questions that could be used with students. This was completed in a model professional learning group setting where the teacher leaders were provided helpful tools to develop better questions as they lead teacher collaborative groups.

Another breakout session showed how to use data using the Growth Analysis Spreadsheet from the pre-assessment and the post assessment to modify subsequent instruction through

Leadership capacity through LDC teacher leaders

Our learning at February's Integration meeting wasn't hampered by the frigid temperatures and snowy roads. Our integration participants came ready to learn and eager to work. Lee Kappes led us through identifying academic vocabulary, jurying modules and introducing us to LDC's new CoreTools. We also heard from two valued teachers in the field who gave us a glimpse into their LDC classrooms and shared some of their most effective instructional strategies.

Chad Peavler (ELA, Fayette County school district) and Anji Davidson (science, Jackson Independent) spoke to our group and shared the impact that LDC is having on their classrooms. Along with voicing the positive learning outcomes that LDC has provided for their students, they also gave us a firsthand look at the importance of intentionally selecting reading and writing strategies to coach students through the LDC process. Supporting students through the

LDC instructional ladder is crucial to student success. Students have to be given a structured path for creating their LDC product. Chad and Anji both shared many of the instructional strategies that they use to support students throughout task analysis, the reading process and the writing process. Our participants left with a deeper insight into the LDC classroom and a selection of strategies they could adapt and use with their own LDC modules.

Integrated Strategy Newsletter

Improving practices: Reflection for continuous improvement

Self-reflection improves teaching practice, and teaching practice has an impact on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated and monitored. Teachers should be reflecting on particular behaviors they would like to see demonstrated in their own practice — an identified area of improvement based on a number of data sources as well as professional learning experiences.

Every week the teachers at Owen County High School take time to complete a lesson reflection. Teachers contemplate what was effective, what may have been ineffective and what would they would do differently as they think about the standards, lesson opening, core strategy and lesson summary. Kelly Clifford, an English teacher, said "The act of reflecting really seems to help me stay organized in areas identified on my Professional Growth Plan. If anything, it has helped me monitor and produce artifacts showing that I am working on my Student Growth Goal. At first, I thought my weekly reflections seemed to be redundant because I provide agendas for my kids and lesson plans for my principal. But it occurred to me last year that planning is one thing, and implementation is another. Reflections show what has actually been accomplished rather than what you planned to accomplish."

Teachers must practice reflection to effectively make simple and complex decisions made throughout the day. Simple decisions are made almost automatically to keep the class functioning; more complex choices require deeper levels of reflection and data gathering. Effective teachers adjust their thinking to accommodate the level of reflection a situation calls for so they can make good decisions efficiently. Grimmet proposes four modes of thinking: technological, situational, deliberate and dialectical. These modes progress from low-level reflection (useful for routine decisions) to the higher level of reflection needed for complex dilemmas.

Finally, to foster higher levels of reflection, encourage teachers to ask themselves questions about their classroom practices. Prompts like the following promote frequent reflection:

- What worked in this lesson? How do I know?
- What would I do the same or differently if I could reteach this lesson? Why?
- What root cause might be prompting or perpetuating this student behavior?
- What do I believe about how students learn? How does this belief influence my instruction?
- What data do I need to make an informed decision about this problem?
- Is this the most efficient way to accomplish this task?

Reflection and growth planning help improve educator effectiveness and the cyclical process should be on-going throughout the course of the year.

Danielson, L.M. (2009). "Fostering Reflection." *Educational Leadership* 66(5) Retrieved March 9, 2012 from: www.ascd.org/publications/educationalleadership/feb09/vol66/num05/fostering-reflection.aspx

Great teachers adjust their thinking to accommodate the level of reflection a situation calls for. Their teaching is characterized by an intentional competence that enables them to identify and replicate best practice, refine serendipitous practice, and avoid inferior practice. Because of their ability to reflect, great teachers know not only what to do, but also why. "Fostering Reflection" is an *Education Leadership* article that discusses how great teachers know when to make decisions quickly and when to step back and reflect.

MDC teacher leaders (from page 1)

collaborative teacher meetings. When teachers have real conversations around common errors in student mathematics and notice trends in these errors, they can better predict a deficit in student mathematical skills and thus change the delivery of instruction earlier within a unit or even in a grade level before. This gets to the heart of creating a culture of change in teacher practice. Teachers can use the data to self-reflect on their own teaching pedagogy and make the necessary changes in teaching practice.

Another part of the workshop was the opportunity for teacher leaders to share what is working and problem solve areas of need at the school level. Teacher leaders sometimes feel like they have no one to relate to at their school, since often in rural schools they are the only subject level teacher leader in a particular area. Out of this conversation came a need to create an online community where the teacher leaders can share and connect with each other electronically. The community is currently being populated by teacher and district leaders across the commonwealth through the state PD360 online system.

After the workshop, teacher leaders expressed gratitude for the opportunity to come together and have time to build their own leadership capacity as teacher leaders in their buildings and districts. Participants shared they would take back many of the skills, ideas and resources to use in their own buildings as they lead teachers in the MDC work.

For more information about the MDC work in Kentucky, contact Renee' Yates
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Follow Renee on twitter @ryates2

Save the Date!!!

2nd Annual

Let's **TALK**
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Conference

Conversations about Effective Teaching

A Conference for, by and about all Teachers

Crowne Plaza Hotel
Louisville, Kentucky
June 16-17, 2014

PGES implementation and the Kentucky Leadership Academy

Preparing for next year's full implementation of Kentucky's Professional Growth and Effectiveness System (PGES) has been a primary focus for principals in the Magoffin County school district. As a PGES Field Test district, principals in Magoffin County Schools have been working with proposed aspects of the PGES system for multiple years. As well, all schools in the district have a significant number of teachers participating in the PGES Statewide Pilot as a means to continually scale the work. All agree that the investments of their time and energy engaging in the PGES work have been beneficial for all stakeholders. "I am so glad we took advantage of the PGES Field Test work.," Bernadette Carpenter, integration project manager, said. "Being a part of the field test allowed our principals and teachers an opportunity to work with different parts of the system over time to prepare for full implementation in 2014-15. I really feel confident in our district's readiness to implement PGES at a high level next year."

To support PGES participants and equip them for implementation with a high degree of fidelity, a number of professional learning opportunities have been provided. Magoffin County Schools principals say that one of the best professional learning experiences they have engaged in is the work led by the Kentucky Leadership Academy (KLA). Principals are grateful for the opportunity to participate in KLA this year as the organization has focused all sessions around supporting principals to lead high quality implementation of PGES. Chris Meadows, Magoffin County High School assistant principal, acknowledged the focused efforts of KLA to help him with PGES implementation. "Participating in KLA all year has better equipped me to fully implement PGES next year because of KLA's intentional and consistent focus on PGES. Every session supported PGES implementation with a focus on solutions instead of problems."

Willie Cole, Salyersville Grade School principal, also credited KLA for providing networking opportunities for participants to share concerns, ideas and solutions. Participating in KLA this year has provided an opportunity to connect, not only with leaders from other districts, but with leaders in my own district, in ways that promote understanding and partnerships," Cole said.

KLA also provided participants with valuable resources to assist in PGES implementation. Both Meadows and Cole credited KLA for sharing the work of Robyn Jackson, who is a national educational consultant. "Dr. Jackson's book was probably the most beneficial resource provided by KLA this year. The book contains practical guidance for working with different types of people in our buildings. Implementing a new system is never easy, but it is helpful to have a toolbox of strategies to utilize with teachers, and that is what Dr. Jackson's materials gave me," Meadows said. Cole also recognized the value of Jackson's insight after listening to Jackson speak during a KLA session in Lexington. "Without a doubt, I found the session at KLA, led by Dr. Jackson, to be the best resource of the year. I enjoyed hearing Dr. Jackson's perspective and

insight related to motivating people. I learned about developing the abilities and motivational levels of myself and others to inspire real growth," Cole said.

A core attribute of PGES is growth. The system provides supports and structures to increase levels of teacher effectiveness and in turn improve student learning. KLA is using growth as a lens to examine professional practice during the year. Jill Howard, North Magoffin Elementary principal, shared the merit of KLA sessions centered on increasing growth. "It was at the first KLA session where I learned about the VAL ed Survey. The session provided us a comprehensive study of the components within the survey and how they can help inform the decisions we make each day. By reflecting on VAL ed and TELL results in the KLA sessions, it was clear that I needed to re-think the way I organize my time during the day so that I can better support teachers. I realized I needed to grow professionally in this area, and I attribute that epiphany to KLA leadership."

Principal Mark Rice, South Magoffin Elementary School, gives credit to his KLA experience this year for helping him become better equipped to lead strategic conversations with his teachers. Kentucky's PGES encourages targeted conferencing with teachers and KLA provided him with supports to facilitate deeper conversations with his teachers. "I have used every opportunity to learn more about supporting PLCs and teacher professional growth plans (PGP) and student growth goals (SGG)" Rice said. As a result, our conversations center more on what students are achieving and setting new goals for continued improvement. KLA is supporting leaders in keeping constant conversation about student performance and data that supports student growth in the forefront. I appreciate KLA for helping me become more strategic in my conversations with teachers."

Attending KLA has been a rewarding professional experience for principals in Magoffin County Schools. The deep examination of high quality PGES practices shared through KLA will certainly transfer to highly effective leaders in each and every school in Magoffin County Schools. In turn, students in the Magoffin County school district will reap the rewards.

Magoffin County school district leadership team members, from left, Bernadette Carpenter, Willie Cole and Chris Meadows collaborate at a recent Kentucky Leadership Academy meeting.

Inside an integration district:
Spotlight on the Lee County school district

"We are doing it because it is good for kids." said Connie Smith, Lee County school district Gates Integration grant coordinator, when she was asked about the impact the Gates Integration grant was having. Lee County Schools has been working with the integration grant for three years and has quite a story to tell about the difference it has made for its schools, teachers and, most importantly, its students.

Both Lee County High School and Lee County Middle School jumped head first into the work of the Literacy and Mathematics Design Collaboratives (LDC and MDC) and the Professional Growth and Effectiveness System (PGES). They started by taking the integration coordinator and mathematics and English/language arts (ELA) lead teachers to the original training sessions and quickly following that up by adding a content area teacher to the team to help develop the idea that this isn't *just* about mathematics and ELA. This core group began its development of the LDC and MDC by working and collaborating at the Gates Integration meetings and the at the Instructional Network meetings hosted by the Kentucky Valley Educational Cooperative. The teachers developed their skills by coordinating this learning with support from their Kentucky Department of Education effectiveness coach. They quickly realized that if this work was to have any lasting impact it must be embedded in the regular instructional routine. It had to become part of the way things are done.

Early efforts focused on MDC due to the smaller numbers of teachers to train. It took a while longer to develop the LDC in the district. It was shared that LDC seemed more involved, and there was a need to get some early success before the work was spread very far. They wanted to develop local leaders in LDC before they rolled it out to the entire staff. However, with so few mathematics teachers, every mathematics teacher was a lead; every mathematics teacher became the local expert.

The leaders in Lee County Schools knew they wanted to get every teacher in the middle and high schools involved in the work, but they also knew teacher voice and input in the effort was important. To meet both of these needs, they decided to have a three-year roll-out plan where teachers could choose which year they wanted to be trained. After the success of the year one adopters, several teachers asked if they could be moved up a year. Success was attractive.

District leaders saw that developing teachers' skills in the areas of LDC, MDC and PGES would take intensive training and learning. To make this happen, funding was provided through the Gates Integration Grant and other district resources. Lee County Schools used the typical summer trainings but added crucially embedded learning into the year as well. Every quarter teachers were provided with release time to continue to develop their LDC modules and MDC formative assessment lessons (FAL). They used that time to map these new instructional strategies and lessons into their curriculum and to make sure they were aligned with the Kentucky Core Academic Standards. Stipends were available to promote teachers coming in on snow days to continue their learning and work. Training on PGES was built into the year as well. Teachers learned to incorporate the techniques, strategies and skills promoted by the Danielson Framework into their instruction. Connections were made between the modules and FALs and the instruction described by the framework. "PGES (is) the way we do things around here. It's not a big deal," Smith said.

Lee County school district students solve a mathematics problem.

The integration work in Lee County Schools already has made an impact on teachers and students. "For the first time we were really looking at our students' work with regards to our instruction," Smith said.

Debbie Smith, a middle school language arts teacher, said she has "become more thoughtful, intentional and focused when planning instruction." She feels that since implementing LDC modules her instruction is more aligned with the common core than before. She can go more in-depth whereas before she felt that she didn't have the time."

Middle school mathematics teacher Ivalee Brooks said FALs have helped her to "see a whole new meaning of what is meant by productive struggle in students" and that "FALs have allowed for deeper understanding of concepts and created mathematically rich discussions."

The most significant impact of the integration work in Lee County Schools has been on the students. Serita McCoy, a middle school mathematics teacher, said the way she teaches and the way her students think have changed. "My students (have begun) to accept that they were required to think more," she said.

Connie Smith said students "feel secure enough to question their partners" with increased confidence.

George Chaney, high school social studies teacher, has noticed the benefits in other content areas. "LDC has allowed me to take various literacy strategies and integrate them into instruction of social studies," Chaney said. As a result he has "seen an improvement in my students' understanding of the content."

The integration work in Lee County Schools already has made a difference. It has become sustainable. The staff has made it part of the way things are done. Progress is being made as evidenced by the middle school's improved mathematics scores on state assessments. When asked about the success of the integration work in Lee County Schools, Connie Smith said: "Are we there yet? No. But are we ever there?"

It may not be 'there' yet, but it's well on its way.

Connecting the pieces: Tools to support the integration of the Professional Growth and Effectiveness System (PGES) and Program Reviews

Throughout our integration districts, teachers and administrators are beginning to see the connections among LDC, MDC, PGES and the four pillars (Kentucky Core Academic Standards, Assessment Literacy, Leadership and the Characteristics of Highly Effective Teaching and Learning). Successful implementation of the education reforms that are designed to ensure that all of Kentucky's students are college- and career-ready depend on these connections to avoid the compliance mindset. Among the simplest is the connection between Program Reviews and PGES.

The Innovation Configuration Map can serve as a starting place to make these connections. One example is Pillar 2: Assessment Literacy, which provides a map to develop the district's capacity to support, develop, implement and analyze assessments for the purposes of informing instruction and professional learning opportunities. Before using the Think and Plan Guidance for Developing Student Growth Goals what should the district, according to the IC Map, have in place to support this process? If a district has successfully implemented Assessment Literacy and has the structures in place for teachers to routinely discuss the congruency of assessments (formative and summative) to the standards, then developing assessments for the purpose of measuring student growth would be a logical next step. Additionally, if the professional learning communities operate to identify professional learning needs derived from student assessments, the connection to Professional Growth Plan is obvious.

Wes Cooper, left, and Mark Leet, from the Fleming County school district, conduct a mock conference to demonstrate how to connect SGG, PGP and Program Reviews.

So, how do the IC Map, Student Growth Goals, and Professional Growth Plans connect to Program Reviews?

IC Map: Assessment Literacy	Student Growth Goal Scenarios: Social Studies	KDE Program Review for Writing	Sample PGP Goals: Literacy
Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. Establishes the purpose and time for teacher reflection concerning necessary adjustments of assessments and instructional practice. Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs.	For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least 1 level, and 75 percent of students will achieve at the 3 or higher level on the reading/research and development areas of the LDC Argumentation Rubric.	**Demonstrator 1. Assessments** Teachers use multiple formative and summative assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.	During the school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys and observation.

Questions to consider:

1. How does each information category above provide support to the other? What evidence can be shared for Program Reviews? What evidence would inform the action plans for the SGG and the PGP?

2. How can your district use LDC as a measure for Student Growth? How can data (formative and summative) be collected from a module to support the necessary adjustments of instructional practice?

3. Have you provided opportunities for your LDC and MDC leads to connect the pieces with your teachers?

LDC teacher leaders (from page 1)

According to feedback on the session, one of the most powerful agenda items was the academic vocabulary work. Participants read *Which Words Do I Teach and How,* by David Liben, then Lee walked us through a close examination of the three tiers of vocabulary. Next, we worked in like–content groups and read content specific articles, identifying the Tier Three words and the Tier Two words. From this discovery, we were able to isolate the most essential vocabulary that needed explicit instruction.

Jurying modules is nothing new to our group but in February, our participants were able to focus on examining modules specific to their content areas. Lee brought examples from ELA, science, social studies and kindergarten. Coaches and district leaders were especially excited to see a kindergarten module that they could share with primary teachers.

The Integration Districts also enjoyed exploring the revised LDC site. The Literacy Design Collaborative launched its newly designed site last month www.ldc.org. On the site, teachers will find many new and updated resources and a revised set of template tasks. **Template Task Collection 2** offers some revisions in the phrasing of the original 29 template tasks. L2 and L3 options have been enhanced by a list of eight demands to help students meet the rigor of the CCSS literacy standards. These demands can be added to teaching tasks to increase the cognitive challenge of the task. They also may be used to differentiate for specific students or specific classes. In Collection 2, teachers also will see a more clearly defined list of texts that can be used in an LDC module and a list of diverse student product options. These options provide teachers with the opportunity to create their LDC teaching tasks and modules so they are a natural fit into each content area. LDC is a strategy science teachers can use to engage their students in scientific reading and writing as it naturally would occur in science content instruction.

The most exciting feature of the new LDC site is the CoreTools section. Teachers create log-in credentials to access a bank of teacher-created modules. *Human Impacts on Marine Ecosystems, Nuclear Sustainability, Pesticides: A Blessing or a Curse* are just a few of the modules available for science teachers. The CoreTools log-in also allows teachers to access the new module creation tool. Here, teachers can decide whether they would like to create their modules using an LDC prototype or if they would like to use a blank template. Once teachers open and begin a module, there is also a mini-task library that can be accessed through the process of module creation. Teachers will find mini-tasks for each of the four components of the LDC Instructional Ladder: preparing for the task, reading process, transition to writing, and writing process. These mini-tasks are customizable to accurately capture classroom instruction.

The February meeting stretched our thinking in many areas and provided us with some valuable tools we could immediately use with our students and share with our fellow teachers.

For more information about LDC, contact
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www.kellyphilbeck.com/

Follow on twitter @KellyPhilbeck

PGES Implementation Rubric

At the February Prichard Committee convening, district leadership had the opportunity to engage in discussions about the implementation of the Professional Growth and Effectiveness System (PGES). After an introduction to the day and the agenda by Cindy Heine and a panel discussion with leadership from Fleming County school district, participants got the first look at and provided feedback on a new implementation rubric developed by the Kentucky Department of Education and the Education Delivery Institute (EDI) and heard about early use of the tool by integration districts Jefferson and Fayette county school district.

The PGES Implementation Rubric is designed to assist district leadership in self-assessing their implementation needs and plans. At the convening, Todd Baldwin, KDE strategic advisor for the Office of Next-Generation Learners, provided an overview of the rubric and EDI staff Kathy Cox and Ellyn Artis participated in table discussions with districts on the rubric. The tables were organized by the rubric and based on the Measures of Effective Teaching (MET) study: Measure Effective Teaching, Ensure High-Quality Data, and Invest in Improvement. Embedded throughout are the following four capacities.

Feedback from the evaluations indicate districts found the day helpful and productive. A participant said "the opportunity to discuss implementation strategies and outcomes from various places is invaluable." Participants also value the sharing of models, including successes and challenges, and learning from other districts.

Districts ended the day by having planning time on implementation, including key challenges anticipated and key ideas to help meet those challenges.

Core Capacity	Characteristics	Application
Human	High-capacity individuals are strategically situated in the system, and there is evidence of sustainable human capacity growth.	Intellectual proficiency, will
Organizational	Culture is shaped or evidenced by the degree to which interactions, collaborations, and communications are positive and change-oriented.	Interactions, collaborations, communications
Material	Consider existing resources from within and outside system, as well as the allocation of those resources. Resources must be allocated according to strategic priorities.	Fiscal resources, material resources
Structural	Problems arise when structures do not fit the organizational goals, or do not facilitate the change process. The quality of structures must also be considered.	Roles, procedures/routines, policies, hierarchies

Common Assignment Study Mid-Year Update

This school years teachers in Kentucky and Colorado have been actively engaged in work with their students on the Common Assignment Study (CAS) units they started developing collaboratively in Seattle in July. Even as they were in the final stages with their collaborative work before winter break, teachers in all subject areas began initial planning for the spring units. In mid-January the teachers from Fayette and Kenton county school districts and project partners met in Loveland, Colo. to reflect on their fall units and finalize plans for their spring units.

Renee Boss, from the Fund for Transforming Education in Kentucky, described the January meeting as exceptional "because after one face-to-face workshop last summer and a full semester of virtual collaboration on the creation of a unit, teachers were again face-to-face to create new units for the spring semester." The teams of Kentucky and Colorado teachers again developed common units around their shared content standards. When the units are implemented, each teacher will contribute to the lessons, making adjustments to meet the needs of individual learners in each class. Significantly, this collaborative process allows teachers to lead the unit design and make decisions about the units, facilitated by content experts from Stanford's Center for Assessment Learning and Equity.

The groups began their work by creating guiding questions that serve as a driving force for the unit of study. With a focus on larger concepts, principles and ideas, the units are more engaging for students. For example, in the spring unit, the high school English Language Arts group planned a unit that will have students consider the impact of social media on language, and the high school science group will engage students in thinking about how humans affect biodiversity. Literacy Design Collaborative (LDC) modules are embedded within these larger units of study. LDC allows teachers to develop instructional ladders designed to help students attain and surpass the demands of the Common Core literacy standards in each subject area. Part of what makes the Common Assignment Study exciting is that high-performing teachers, who know how to meet the needs of their students and are always seeking to grow as learners and professionals, are collaborating in this work. Their products will provide proven models for Kentucky and Colorado teachers when the study is complete.

While teachers collaborated in Colorado, project partners made plans for expanding the work to include more teachers from other districts for the 2014-15 school year. In addition, the project partners developed the criteria and the guidance to support scaling this important work.

Boss said a teacher in the project recently told her that she enjoyed the unit because all the kids were doing things that she never would have thought possible, such as debate. That teacher also said the CAS unit is a critical thinking unit and not a test preparation unit, the kids get it, are learning it and enjoying class.

As the project continues, and the research partners collect the data, the goal remains the same. The most important anticipated outcome of the project is the potential impact that this instruction will have on student learning, in part because of the high quality of collaboratively planned instruction that drive changes in teacher practices.

For more information on the CAS, contact renee.boss@thefundky.org

For more information about the CAS, please contact renee.boss@thefundky.org

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Integrated Strategy school district project managers

To share ideas and strategies, contact your fellow school district project managers:

Boyle County—David Young

Campbell County—Shelli Wilson

Daviess County— Jana Beth Francis

Fayette County— Lu Young

Fleming County— Lesia Eldridge

Floyd County—Ted George

Gallatin County — Dorothy Perkins

Hardin County—Mark Kopp

Jackson Independent— Susan Watts

Jefferson County—Karen Branham

Jessamine County— Maurice Chappell

Kenton County— Barb Martin

Lee County— Connie Smith

Magoffin County— Bernadette Carpenter

Owen County— Reggie Taylor

Simpson County— Shelina Smith

Washington County— Cherry Boyles

Literacy Design Collaborative Teacher Institutes

Reach Associates and the Kentucky Department of Education

Come join the expanding group of classroom teachers working through The Literacy Design Collaborative (LDC). Teachers across the state and nation are working together through a shared framework to build tasks and instructional modules that meet the cognitive demands of the ELA standards. LDC modules offer a new way for teachers to create robust tasks aligned with Common Core State Standards for use in Science, Social Studies and English Language Arts classrooms. The LDC Framework provides teachers a balance of guidance when implementing the instructional shifts and demands of the Common Core. The process intentionally provides ongoing opportunities for teachers to make decisions to adjust content and instructional strategies based upon student needs.

Certificates of participation for 6 hours of professional development credit will be offered.

There will be two sessions offered:

◊ **New to LDC**
Choose this session if you…
- Need to learn the basics of LDC (template tasks, module structure, mini-tasks)

◊ **Advanced LDC**
Choose this session if you…
- have attended at least 2 other LDC sessions
- have written and implemented at least one module OR have worked collaboratively with a teacher on a module

Dates, times and locations:

April 17   9:00-4:00 Eastern
New to LDC
NorthEast Christian Church, 990 Star Shoot Parkway, Lexington, KY

April 18   9:00-4:00 Eastern
Advanced LDC
Embassy Suites, 1801 Newtown Pike, Lexington, KY

Register at: www.kellyphilbeck.com
Registration for each session is FREE!

Participants should bring content/texts for a unit of study they would like to use when writing a new LDC module and a laptop.
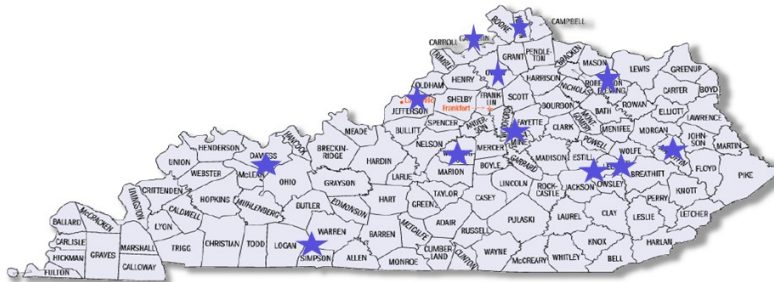
Integrated Strategy Newsletter

Effectiveness Coaches:

- Carol Franks
- Audrey Harper
- Monica Osborne
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- Todd Davis, assistant director, Division of Next-Generation Professionals
- Cathy White, branch manager, Effective Teachers and Leaders
- Kevin Stull, Principal Professional Growth and Effectiveness System

Integrated Strategy school districts

Boyle County	Fleming County	Jackson Independent	Lee County
Campbell County	Floyd County	Jefferson County	Magoffin County
Daviess County	Gallatin County	Jessamine County	Owen County
Fayette County	Hardin County	Kenton County	Simpson County
			Washington County